Guided Notes: Foundations and Review Part 1

As the colonies developed, Americans sought out their own form of **culture and style**. They developed a **social class system** that allowed for **mobility,** which was different from the social class system in Britain. The American system had a large “**middle class**” and **no aristocracy.**

The colonies had **a high rate of literacy, a strong work ethic, and spirit of inventiveness**. These folks arrived to the new world with nothing. They built their homes and communities from scratch. If they needed something, they invented it. They highly valued education.

**There were also two major shifts in cultural beliefs:**

**The Great Awakening:** A **Christian religious revival** allowing for one to develop a spiritual **relationship** with God and seek **forgiveness** for sins. This is different from past belief that no matter what you do, you are imperfect and will spend eternity in hell.

**The Enlightenment:** A movement stressing **human reason and science as paths to knowledge.** **John Locke** challenged the notion that God had given kings the right to rule. Instead, people were encouraged to use **rational thought** to improve their own society. They valued justice, equality, and political change.

**Causes of the American Revolution:**

**The French and Indian War:**

The **British** wanted to take over **French land** to **make money in the fur trade**. The British acquired all French territory east of the Mississippi, as well as Canada, and France lost most of its power in North America. **To pay for the war, Britain started taxing the colonies**.

**Proclamation of 1763:**

A declaration made by the British Parliament that **colonists could not settle west of the Appalachian Mountains.** The **British** thought this would **keep peace with the Native Americans**. The colonists thought Britain was impeding societal progress and colonial expansion.

**Stamp Act:**

In 1766, Parliament passed the **Stamp Act**. Colonists had to pay a **tax for EVERYTHING printed on paper**, including newspapers, diplomas, wills, legal documents, and even playing cards. It was repealed a year later.

Colonists reacted very strongly to being taxed. They formed groups called the **Sons of Liberty and Daughters of Liberty**, both which were **actively protesting British policies**. Their most effective means of rebellion was the **boycott of British goods**. They often lead to a repeal of the imposed taxes.

**Townshend Acts:**

Still needing to pay off debt, the British decided to institute another tax. In 1767, Parliament passed the **Townshend Acts, which taxed lead, glass, paper, paint, and tea.** Colonists used their boycotting skills and refused to buy these items. Eventually the tax was lifted on everything but tea.

**Quartering Act:**

In 1768, Boston was occupied by **10,000 British soldiers**. The King sent them there to **enforce** all the unfair laws that were passed. Since the soldiers needed a place to stay, Parliament passed the **Quartering Act. This required colonists to house British soldiers** without question or any form of payment. Colonists were furious about this!

**Boston Massacre:**

In 1780, a group of protestors of British policies got in an argument with British soldiers. A **snowball fight** ensued, which then **led to shots being fired. Five colonists died.** Revolutionary journalists called this the **“Boston Massacre”** to build support for independence. Technically, a massacre is the killing of someone who is unarmed and can’t fight back. While this is what happened, the term is often sensationalized to mean a killing of large amounts of people.

**Boston Tea Party:**

The colonists were not only upset about being unfairly taxed; they were also upset about British companies having monopolies in trade. In 1773, Parliament passed the **Tea Act, giving the British East India Company the exclusive right to sell Tea in the colonies.** In protest, the **Sons of Liberty** dressed up as **Native Americans**, boarded ships carrying tea, **and dumped the Tea into the Boston Harbor**. This event is known as the **Boston Tea Party**.

**Intolerable Acts:**

Furious over the Boston Tea Party, Britain passed stricter laws to **punish the colonists**. The port of Boston was closed until all the tea was paid for, town meetings were banned, and the elected council was replaced with an appointed one. This series of rules came to be known as **the Intolerable Acts**.

Furious Colonial leaders met in Philadelphia at the **First Continental Congress.** **They demanded more power in making decisions**. They were upset about being taxed by Parliament without having any representation in British Government or right to vote on laws that were being imposed upon them. No **taxation without representation** not only became their rallying cry, it became a founding principle of America’s government. When the king refused to grant colonists requests, the colonists revolted.

**Paul Revere:**

Paul Revere took a midnight ride **warning colonial militias of British troop movement**. He is remembered as a great American Patriot.

**Patriots/Loyalists:**

**Patriots:** **Supported of the revolution**. They were guilty of treason and faced death once the revolt was over.

**Loyalists:** **Loyal to the British King**

**After the Revolution begins at Lexington and Concord:**

The **Second Continental Congress** met in Philadelphia, and decided to form the **Continental Army** to fight the British. They also appointed a committee to write a document declaring independence for the 13 colonies. It is important to know that **not all of the colonists favored Independence.** Many just wanted more voice in government, and would gladly stand down if they were given more rights. Unsure of how the revolt would proceed, the committee wrote the **Declaration of Independence. Thomas Jefferson was the principal author**. Not being able to change the minds of the British, the declaration was signed on **July 4, 1776.**

**Main points of the Declaration:**

1. A **fair government** recognizes that people **are born with certain rights; life, liberty, and the pursuit of happiness**. It is the **governments’ job to protect those rights**.

2. King George III and the British government **behaved unfairly**. The **declaration lists all the offenses the colonists put up with under British rule,** including taxation without representation.

3. **The colonies intend to form a new nation.** The British would not listen to the colonists, so they claim their independence from Britain.

**Guided Notes: Foundation and Review Part 2**

After the war, many of the states developed state constitutions, or reverted to back to their original charters. All of them made sure to include written liberties. However, **war is expensive**, and took its toll on the colonies. Many states, trying to financially recover, continued to **levy very high taxes**.

The high taxes did not sit well with citizens. In 1787, a group of Massachusetts farmers staged an **armed uprising.** They attacked the county courts because they were holding an auction of belongings of people who couldn’t afford the unfair taxes. **Shay’s Rebellion** was put down by the militia, but it made American leaders realize that a new national government needed to be created.

**Articles of Confederation:**

In creating a new government, the main goal was to **prevent governmental tyranny**. They decided that the new nation would be a **republic**, a country in which the people **elect representatives** to govern them. The catch was that only Caucasian property owners could vote.

The first national government that came together was known as the **Articles of Confederation**. In the articles, the national government would be run by a **legislative** body known as the **Confederation Congress**. Each state, regardless of size, had **one vote** in this congress.

|  |  |
| --- | --- |
| **Powers Granted** | **Powers Denied** |
| * **Declare War and Peace** * **Issue or borrow Money** * Conduct foreign affairs * Control Western territories * Control Indian Affairs * Run postal service | * **Enforce national laws** * **Collect taxes** * Establish an executive branch * Regulated interstate or foreign trade * Establish federal courts * Amend the Articles |

Most of the significant power was granted to the **states.** Many states **limited** powers of the **governors** in order to make sure that they did not become oppressive like the British King.

A problem arose when the Articles were given to the states to be ratified. No one had decided who would control the **Northwest Territory**, since several states made claims to the same land. Small states refused to sign the Articles because they felt that they would be at a disadvantage unless western lands were placed under control of the national government. Eventually, all states gave up claims to the Northwest Territory, and all states ratified the document.

Now that the national government had control of Western lands, they had to decide how to divide and govern these lands. The **Land Ordinance of 1785** called for surveyors to stake out six by six mile plots called **townships**. Furthermore, the **Northwest Ordinance of 1787** outlined how the Northwest Territory would be **governed**. It said that when there were 5,000 land owning men in an area, they could elect an assembly for self government. When there were 60,000 people, they could apply for statehood. Rights to explore land, have freedom of religion, and have a trial by jury were guaranteed to all. The Northwest ordinance was probably the most successful piece of legislation that came from the Articles.

There were also **problems** with the Articles. The Confederation Congress found that they had **no power** to stop Britain and Spain from barring American ships near their territories. They also had a hard time competing with Britain in the fur trade. America’s ability to **compete economically** was very weak.

Making things worse, America couldn’t pay back **war debts**, because the Confederation Congress couldn’t **collect taxes**. American soldiers, unhappy at not being paid, staged a protest in Pennsylvania. Government officials were forced to flee the city.

In 1786, delegates from 5 states met in Maryland to discuss ways to **promote trade** in America. Although they came up with good ideas, making those changes would require them to amend the Articles of Confederation, which the national government did not have the power to do. That in combination with the series of revolts among citizens, made leaders realize it was time for change.

In 1787, the **Constitutional Convention was held in Philadelphia**. There were 55 delegates, and they became known as the **framers**, or Founding Fathers of our nation.

One of the principles that came out of this convention was **popular sovereignty**, which is a government system in which the **people rule**. This became a central idea that helped create our Constitution.

**Problems faced by the framers:**

Those at the convention realized that had to come up with a system of government that was **strong enough to protect people’s rights, but not so strong that it could be oppressive.**

One of the first problems they addressed was **how to set up the legislature**. The Virginia Plan proposed a government with **three branches**: the **legislative branch** to create the laws, an **executive branch** to enforce the laws, and a **judicial branch** to interpret the laws. The branches would operate under a system of **checks and balances**, so that no branch would become too powerful.

The **Virginia Plan** also said that the legislative branch should have representatives based on the **population** of a state. The smaller states did not like this part of the plan.

As an alternative, the **New Jersey Plan** set up a legislature where there was **equal representation**: each state got one vote. Larger states opposed this plan.

To solve this problem, framers decided on the **Great Compromise.** It held that there would be a **bicameral legislature**, meaning two houses. In the **Senate**, each state would have **equal representation**. In the **House of Representatives**, each state would have representation based on **population**.

Another problem faced by the framers was **slavery**. Were slaves to be counted as part of a population? Southern states wanted slaves to be counted as part of their population to increase their number of representatives in Congress. However, the north, who had few slaves, said that since slaves weren’t citizens, they should not count towards the population.

The agreement reached over this issue is known as the **Three-Fifths Compromise**. Three-fifths of the slave population would be counted for taxation and representation purposes. It was also decided that the **Slave Trade** from Africa was to be **banned as of 1808**.

On September 17, 1787, the delegates signed the Constitution. Now it had to be ratified by the states. **Federalists** supported the ratification of the Constitution. They believed in a system of government called **Federalism**, where power is **shared between the central government and the states.** Federalists James Madison, Alexander Hamilton, and John Jay wrote the **Federalist Papers**, a series of essays in support of ratifying the Constitution.

**Antifederalists** opposed the ratification of the Constitution. They thought that it took too much power away from the states and did not guarantee the rights of the people. They feared that the freedom won from the Revolution might be lost. In order to ratify the Constitution, Antifederalists wanted to include a **Bill of Rights**. Federalists agreed to add the Bill of Rights if Antifederalists would ratify the Constitution. **James Madison**, considered the father of the Constitution, also submitted the Bill of Rights, or the **first ten amendments** to the constitution. They guarantee basic individual freedoms, including freedom of religion. This was very important to Americans, since many of them came to America to avoid religious persecution. The Bill of Rights also made the constitution a **living document**, one that can be amended to reflect changes in society. That is why the Constitution is still **relevant** today.

**Guided Notes: Major Events from 1790 to 1853**

**Immigration:** Several people from European Nations decided to make the United States their home.

1. By 1808, Congress had banned the importation of slaves from Africa.
2. In the first half of the 1800’s, the majority of the immigrants came from Ireland, Britain, Germany, and France.

**Industrial Revolution:** Economic change of the late 1700’s when manufacturing replaced farming as the main form of work.

1. The factory system brought many people and machines together under one roof to create a product.
2. Ideas like interchangeable parts help spread the speed and efficiency of manufacturing.

**The War of 1812:**

**Causes of the War:**

1. Great Britain and France were seizing U.S. ships. This interfered with American trade.
2. The United States made a deal with France that it would stop trading with Britain if France stopped taking over U.S. ships.
3. The U.S. thought the British were arming the Native Americans to attack settlers in the Northwest Territory, the land north of the Ohio River between the organized states and the Mississippi River.
4. The U.S. thought that Britain was still interfering with its former colonies.
5. The U.S. wanted to take Canada from Britain and Florida from Spain.

**Major Events of the War of 1812:**

1. The United States tried to invade Canada several times but never succeeded.
2. British plans to invade the United States from Canada were stopped by Commodore Oliver Perry on Lake Erie and Captain Thomas Macdonough on Lake Champlain. Perry reported his victory with his famous line, “We have met the enemy and they are ours."
3. Early in the war, the ships U.S.S. Constitution and U.S.S. United States won great victories and became famous throughout the country. Unfortunately, the British eventually gained control of the seas.
4. The British captured and burned Washington D.C. and then bombed Fort McHenry in Baltimore, Maryland. (think of the Star Spangled Banner)
5. Although the peace treaty was signed in Paris, France in December 1814, news didn’t arrive in the United States fast enough to stop a British attempt to invade New Orleans in 1815. Commander Andrew Jackson defeated the invasion and became a national hero.

**Results of the War of 1812:**

1. The British recognized U.S. boundaries and stayed out of the Northwest Territory.
2. The United States significantly increased the size of their army and navy, and gained national pride from its victories at sea and in New Orleans
3. American industry prospered because it made more goods at home when trade stopped with Britain.
4. The Federalists, the political party that had supported the Constitution but opposed the war, completely disappeared.
5. **Monroe Doctrine (1823)**
   1. European countries could no longer form colonies in North or South America
   2. The political systems of the Americas were separate from those of Europe
   3. The United States would consider any attempt by Europe to influence politics in the Americas as a threat to its “peace and safety.”
   4. The United States would not interfere in European governments or their existing colonies.

**Manifest Destiny:** Obvious divine fate of the United States to expand from the Atlantic to the Pacific.

1. Land Routes of Expansion

* 1. Many Conestoga Wagon trails existed, the most famous of which were the Oregon Trail and the Santa Fe Trail.
  2. Canals were built to connect rivers and lakes. The Erie Canal was the most famous.
  3. By the 1850’s railway travel was starting to develop. Our frontier- the boundary dividing settled lands and the wilderness, had virtually disappeared by 1900

**Expansion of the United States:** In 1783, the United States stretched from the Atlantic Ocean to the Mississippi River. Other nations owned what is now the central and western part of the United States.

**1. The Louisiana Purchase - 1803**.

1. We paid $15 million for 828,000 sq mi of land between the Mississippi River and the Rocky Mountains.
2. We bought it from the French
3. It doubled the size of the Country
4. There were fierce disputes with Native Americans as settlers moved west. Many Americans felt that since they bought the land from the French, they shouldn’t have to buy it again from the Natives.
5. Expanded trade because Americans could use the Mississippi River to ship goods throughout the country.

**2. Lewis and Clark Expedition -1804-1806**

* 1. Goal was to find an all water route to the Pacific Ocean, also known as the Northwest Passage.
  2. Sacagawea served as a Native American Guide to the Explorers.

1. **Florida Acquisition - 1819**
2. Georgia natives battled the Seminoles
3. General Andrew Jackson invaded Florida. President Monroe didn’t agree, but didn’t really stop him. Spain realized they couldn’t control their territory so they gave Florida to the United States
4. **Trail of Tears - 1832**

a. As America expanded, citizens forced Natives on to reservations in Oklahoma.

b. Many starved, froze to death, or died from disease.

1. **Annexation of Texas -1845**
   1. Mexico Gained Independence from Spain in 1821.
   2. To raise money for their new country, they sold Texas land to American settlers, who were then supposed to learn Spanish and convert to Catholicism.
   3. Instead they formed their own government, led by Sam Houston.
   4. In 1836, the Mexicans fought this new government. Mexico won the battle of the Alamo, but lost in the end.
   5. Texas was independent for ten years. It was called the Lone Star Republic.
   6. When Congress voted to make Texas a U.S. Territory, war broke out with Mexico.
2. **Oregon Territory – 1846**
   1. Shared territory with Britain. President Polk had made a campaign promise to take that land for America.
   2. Not wanting to fight a war, the British negotiated with the U.S. to divide the territory at the 49th parallel.
3. **Mexican Cession -1848** Land the United States acquired as a result of the War with Mexico. See below for further details.
4. **Gadsden Purchase -1853**
   1. U.S. paid Mexico $10 million for a small piece of land in Southern New Mexico and Arizona
   2. They wanted to build a railroad to California on that land.

**The Mexican War (1846-1848):**

**Causes of the Mexican War:**

1. Mexico was opposed to Texas becoming a U.S. Territory. In fact, they wanted Texas back.
2. The United States claimed that the southern boundary of Texas was the Rio Grande River. Mexico claimed it was the Nueces River, farther north.
3. President James K. Polk used this border dispute to justify moving U.S. troops into Mexican Territory.

**Results of the Mexican War:**

1. Mexico agreed that the Rio Grande River was the southern boundary of Texas.
2. Mexican Cession: Mexico ceded all of present-day California, Nevada, and Utah, as well as parts of Arizona, New Mexico, Colorado and Wyoming to the United States. Although it was the result of war, we paid them $15 million dollars for this land.
3. The size and influence of the United States increased once again. The Treaty of Guadalupe Hidalgo brought United States citizenship to nearly 60,000 Mexican residents.

**Nationalism vs. Sectionalism**

1. President James Madison, in 1805, had a plan to unite America. His plan worked for awhile, even into Monroe’s presidency, and was known as the **Era of Good Feelings.** 
   1. Establish a protective tariff, or tax on imported goods.
   2. Create a national bank to promote a single currency.
   3. Improve the nation’s transportation systems.
2. By the mid 1800’s economic changes had led to **Sectionalism**: loyalty to a certain region or section of a country.
   1. The south relied on a plantation economy that used slavery to survive.
   2. The northeast focused on manufacturing and trade.
   3. In the west, settlers wanted cheap land.
3. **The Missouri Compromise - 1820**
   1. When Missouri wanted to become a state, trouble arose. We had 11 slave states and 11 free states. Adding one more upset the balance of power in Congress.
   2. Maine wanted to break from Massachusetts, so they added Maine as a free state and Missouri as a slave state.
   3. Also established that no slave state could be established north of the Mason-Dixon Line. (This creates the North/South border)
4. **State’s Rights**
   1. Doctrine of Nullification said that states had the right to reject laws it considered unconstitutional.
   2. The debate over federal vs. state power remained an unsolved issue well into the twentieth century.

**Guided Notes: The Civil War and Reconstruction**

**Causes of the Civil War:**

1. Slavery.
   1. Although **most Southerners didn’t own slaves**, and most Northerners were not abolitionists, slavery was at the heart of most major issues dividing the North and the South.
   2. **Abolitionists** spoke out actively against slavery. This fueled the fight between the North and the South. Some prominent abolitionists include Harriet Tubman and Frederick Douglass.
   3. The **Underground Railroad** allowed slaves to escape to the North. Once the Fugitive Slave Act was passed, most slaves tried to escape to Canada for safety.
   4. ***Dred Scott vs. Sanford:*** Supreme Court case that stated that slaves don’t have a right to sue for their freedom.
2. Settling of Lands in the west
   1. Northern states wanted new territory to not have slaves. Southern states wanted slavery to expand across the country.
      1. States ended up being added to the Union in **pairs**: one free-state, and one slave state, as set up by the **Missouri Compromise**.
      2. Congress established 36’30, also known as the Mason-Dixon Line, as the dividing line between settling free and slave territory.
   2. **Compromise of 1850**: California entered as a free state, even though it was in the southern half of the U.S. Utah and New Mexico could decide on their own whether or not they wanted slavery, and the **Fugitive Slave Act** was passed. This required slaves to be returned south upon capture.
   3. **The Kansas – Nebraska Act** and Bleeding Kansas:
      1. Ignoring the previous 36’30 dividing line, Congress passed the Kansas-Nebraska Act, allowing them to set up their own state constitutions, and therefore decide whether slavery was legal or not.
      2. In Kansas, for the first time, people started killing each other over slavery. The fighting lasted all summer, and 200 people died. It is known in history as **bleeding Kansas**. It let both sides know that the time for compromise was over.
3. Way of Life.
4. The **north** was becoming increasingly **industrial**, using factories, railroads and new inventions of the age to their benefit. There were several large cities, which attracted immigrants from Europe.
5. The **south** had **few large cities** and had an economy based on **farming**. Small farmers would run their own farms, owners of large farms, or plantations, used slave labor to run their farms.

4. Free labor versus slave labor:

1. The northern economy was based on **free laborers** who could work where they chose and received a wage.
2. The southern economy was based on **slave laborers** who were not free to leave and received food and lodging but no wages.

5. States’ rights:

1. The north thought that no state had a right to leave the Union, or **secede.**
2. The south argued that a state could leave the union if it voted to do so.
3. After Lincoln’s election in 1860, one by one, **11** southern states left the union and formed the Confederacy.

6. **A few Confederate Facts:**

1. States within the Confederacy: South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Arkansas, North Carolina, Virginia, and Tennessee.
2. President of the Confederate States of America: **Jefferson Davis**
3. Capital of the Confederate States of America: **Richmond, Virginia**
4. Major War general leading Confederate Troops: **Robert E. Lee**

**Why each side thought they could win….**

Advantages of the North:

1. **Population:** Even when the slave population is included, the North outnumbers the South by approximately 10 million people.
2. **More factories** to produce guns, uniforms, and military supplies
3. Navy and merchant marine
4. **Rail systems** are twice as large as the south’s. This allows for easier transportation of troops and supplies.
5. Most of the **banks** and cash in the United States were in the North.

Advantages of the South:

1. **Better military leaders**: many of the talented military leaders are Southern, and fight for the Confederacy.
2. Most of the war is fought in the South, meaning it was familiar terrain to Southerners, or **home field advantage.**
3. **More skilled horsemen** and riflemen.

**Tactics and Technology:**

1. Musket ball bullets were left for the **mini**é **ball**. The pointed bullets led to much more carnage.
2. Muskets were replaced with **rifles**, as they had a longer range and were more accurate.
3. **Ironclads** were naval warships covered in iron. They were faster and better protected than wooden ships.
4. Troops began digging **trenches** and using their hidden position as part of a battle strategy.
5. They also sought to fight on higher ground, so they could fire down on attackers.
6. **Railroads** revolutionized deployment of troops and supplies.
7. **Telegraph** became the first mass communication system.
8. **Clara Barton** helped revolutionize battlefield medicine with basic first-aid practices. Initially, there was little knowledge of germs so infection and disease spread rapidly. Twice as many soldiers died from **infected wounds and disease** as did in battle.

**How the war affected life on the home front:**

1. While both sides were upset about being drafted into the war, in the north, there were riots because wealthy men were legally able to pay someone else to fight in their place.
2. Since many of the battles took place in the South, many areas lay in ruins, and food and supplies were often hard for families to attain.

**Highlight reel of the War:**

**April 12, 1861** – Civil War begins when Confederates attacked **Fort Sumter, South Carolina**

**July 16, 1861** – First Battle of Bull Run: Both sides fight fiercely, but ultimately the south scares the north away with its **rebel yell**.

**March 9, 1862** – The first battle between two ironclads, the Monitor and the Merrimack, happens in the Atlantic. The Merrimack – Confederate Ship – retreats.

**April 6-7, 1862** – Battle of Shiloh. Ulysses S. Grant, who had been winning several river fort victories in the West, won this bloody Tennessee battle. Death toll: 13,000 Union, 11,000 Confederate.

**April 25, 1862** – General Farragut captures New Orleans, giving control of the majority of the Mississippi to the North, and essentially splitting the Confederacy in two.

**June 25-July 1, 1862** – McClellan is FINALLY going to attack Richmond, but Robert E. Lee sends troops to spy on him, and then attacks. This is known as the Seven Days Battle. Casualties: 15,849 for Union, 20,000 for Confederates. Union forced to retreat.

**September 16-17, 1862** – Lee decided to invade northern territory. Soon after, the Battle of Antietam is fought. After a day of fighting and 23,000 casualties, neither side gains any ground. Lee retreats. McClellan doesn’t follow to finish him off. Lincoln fires him.

**January 1, 1863 –** Lincoln issues the **Emancipation Proclamation**. This Changes the northern cause from preserving the Union to liberation. Slaves began escaping and joining Union forces.

1863 – West Virginia seceded from Virginia, and then joined the Union.

**July 1-3, 1863** – After victories at Fredericksburg and Chancellorsville, Lee decides to invade Pennsylvania. At **Gettysburg,** Union troops, lead by George Meade, clash with Lee’s men for three days. North held high ground on cemetery ridge, and the south was trying to dislodge them. The tide of the battle turned when General Pickett tried to attack the Union line going uphill. Known as **Pickett’s Charge** this grave mistake lost the battle for the Confederacy. Lee retreated, and once again, he wasn’t followed. Lincoln was furious. Casualties: 23,000 Union and 28,000 Confederate. The confederacy never recovers from this loss.

**July 4, 1863** – Grant captures Vicksburg, the last Confederate stronghold on the Mississippi River. He had them under siege for 6 weeks. This was a major victory in the Anaconda Plan, as it officially cut the Confederacy in two and gave the North total control of the Mississippi River.

**November 19, 1863** – President Lincoln delivers the Gettysburg Address to dedicate the battlefield.

**March 9, 1864** – Ulysses S. Grant becomes general in chief of all Union armies. He is to try and take Richmond, VA while Sherman destroys the South.

**September 2, 1864** – General **William Tecumseh Sherman** occupies Atlanta, Georgia, and burns it down.

**November 9, 1864** – Lincoln wins re-election.

**November 15, 1864** – Sherman begins his “**March to the Sea**.” It is a 60 mile wide and 300 mile long path of destruction from Atlanta to Savannah. He waged total war: a war not only against enemy troops, but anything that supported the confederacy.

**December 21, 1864** – Sherman occupies Savannah, Georgia. He then heads north to meet Grant in Virginia

**February 9, 1865** – Lee made general in chief of all Confederate armies.

**April 2, 1865** – Confederates retreat from their capital, Richmond, Virginia

**April 9, 1865** – General Lee surrenders to General Grant at **Appomattox court House**. Grant offered generous terms of surrender. Confederate soldiers could take their personal possessions and return home. He even fed hungry soldiers.

**April 14, 1865** – Lincoln assassinated

**April 26**, **1865 –** John Wilkes Booth, Lincoln’s assassin, is shot and killed.

**How it changed the Nation**

1. State’s rights issue decided. States can’t just vote to leave the union.
2. Federal government expands its powers.
3. New **paper currency (**greenbacks), institution of the **income tax**, and establishment of a new federal banking system.
4. Northern industries such as steel, petroleum, and food processing grew rapidly, as did manufacturing in general
5. The **13th amendment** was ratified, officially banning slavery in the United States.

The twelve year period after the Civil War is known as **Reconstruction**. During this period, the nation faced the problem of rebuilding the Southand reuniting the States. Presidents Abraham Lincoln and Andrew Johnson wanted to be gentle with former Confederates. However, many of the Southern States began passing laws that took freedom from African Americans. Congress wanted the South to accept the end of slavery. A group known as the **Radical Republicans**, led by Thaddeus Stevens, used federal power in Congress to make sure that **freed slaves were safe**, **that they could make a living**, and **be full citizens.**

**Historians divide Reconstruction into two states:**

1. **1865-1866:** Reconstruction was controlled by the **Presidents.**
2. **1866-1877:** Reconstruction was run by **Congress**, known as Radical Reconstruction.

The Presidential Plan:

In March 1865, President **Abraham Lincoln** signed a law passed by Congress that created the **Freedman’s Bureau.** Its purpose was to provide foodfor both blacks and poor whites in the South, to help former slaves **find jobs**, and to **protect them from discrimination**. They also established **schools** and **hospitals** to help.

After Lincoln was assassinated, his Vice President, **Andrew Johnson,** became president. He disagreed with Republicans in Congress about howto bring the Confederate States back into the Union and how to treat their leaders. Johnson pardoned most Southerners, including Confederate officials and army officers. These pardons permitted former Confederates to vote and hold office. Johnson even pardoned Alexander Stephens, the Confederate Vice President, so that he could serve in Congress. More thansixty members of the Confederate government were elected as U.S. Representatives. Radical Republicans in Congress did not like this. Congress set up a committee to decide if these members should seated.

President Johnson also wanted all states to sign the **13th Amendment** prior to re-entering the Union. He further demanded each state officially accept the supreme power of the federal government (this stems from the state’s rights debate.)

**Black Codes:**

Although slavery was abolishedin 1865**,** African Americans were not given full nights as citizens. Southern states passed laws to keep former slaves from **voting, testifying against whites in court, serving on juries, and joining the militia**. These laws were known as the **black codes.** Unfortunately,President Johnson was most concernedwith **readmitting states to the union** as quickly as possible, and didn’t attempt to meet the needs of formerly enslaved people by helping them to gain land, voting rights, and equal protection under the law.

**Radical Reconstruction:**

In order to re-enter the Union, Congress required each Southern state to ratify the **14th Amendment**. Only Tennessee did. Congress then divided the South—Except Tennessee—into five military districts. An army general and federal troops were sent to each district. Southern states were required to hold conventions with both black and white delegates to re-write their state constitutions.

**Carpetbaggers and Scalawags:**

After the war, many Northerners moved to the South. Some were missionaries and teachers who went to help the former slaves and suffering farmers. Others went to take advantage of the disorder. These people were often lumped together and called **carpetbaggers** because many carried suitcases made of carpet material. They were often accused, and unfairly so, of seeking wealth and power instead of seeking to help.

Southern Democrats used the word **scalawag**, meaning, rascal, to refer to Southern whites who supported the Radical Republicans during Reconstruction. Scalawags were the representatives elected to create new state constitutions when Radical Republicans demanded that be done.

**Reconstruction Legislation:**

1. **The 13th Amendment** freed the slaves (1865)
2. The Freedman’s Bureau was established by law (1866)
3. **The Civil Rights Act of 1866** declared that all persons born in the United States were citizens (except Native Americans) President Johnson vetoed this bill, and Congress overrode his veto.
4. **Reconstruction Acts of 1867**, divided the South into **five military districts**, and said that former Confederate States had to sign the 14th Amendment and create a new state constitution before rejoining the union.
5. **The Tenure of Office Act (1867)** said prohibited the President from removing government officials from office without Senate approval.
6. **The 14th Amendment** made all former slaves U.S. citizens, and gave them equal protection under the laws. (1868)
7. **The 15th Amendment** gave African-American men the right to vote (1870)
8. **The Force Acts of 1870 and 1871** (Ku Klux Klan Acts) protected African Americans from acts of terrorism.
9. **The Civil Rights Act of 1875** was aimed at ending Jim Crow laws. It was overturned by the Supreme Court in 1883.
10. **The Compromise of 1877** settled an undecided presidential election and **ended Reconstruction**. In return for making Republican Rutherford B. Hayes president, Southern Democrats were promised that federal troops would be removed from the South. Democrat Samuel Tilden lost the election. He had enough popular votes to win but not enough electoral votes.

**African –American Officeholders:**

Between 1869 and 1876, fourteen black men were elected to the House of Representatives, and two to the senate. Some of these men had been born slaves. Others had been born free, and several had attended college. During Reconstruction, more than **700 African Americans served in state legislatures**.

**Freedman’s Schools:**

Newly freed slaves took advantage of the fact that it was now legal form them to get an education. Children and adults alike flocked to **Freedman’s Schools,** which were started by the Freedman’s Bureau to help newly freed slaves prosper. By 1869, more than **150,000** people were attending schools and anxiously learning to read. Southerners fought against African Americans effort to educate themselves. They killed teachers and burned Freedman’s Schools to try and detour the movement.

**The Ku Klux Klan:**

The Ku Klux Klan was formed in Tennessee in 1866 by a group of Confederate veterans who claimed to be the ghosts of Confederate soldiers. The Klan was a secret society which appeared in public dressed in white robes and hoods that covered member’s faces. The Klan believed in the **supremacy** of the white race and tried to **terrorize African Americans** and the carpetbaggers and scalawags who supported them. To keep African Americans from voting, the Klan burned their homes and lynched them. By 1867, there were local units of the Klan in every state from Virginia to Texas.

**Jim Crow Laws:**

Jim Crow laws were passed by Southern states to **legalize segregation**. They created **separate areas** for blacks and whites in public waiting rooms, restaurants, schools, and hospitals. The name “Jim Crow” comes from a popular minstrel song, “Jump, Jim Crow.” Minstrels were usually white people who put black paint on their faces. They sang and danced and acted happy-go-lucky. There were Jim Crow laws until the 1960’s in many places in the United States.

**The Impeachment of Andrew Johnson:**

Congress and President Johnson fought bitterly over Reconstruction. Congress continually passed laws, and the President continually vetoed them. In most cases, Congress was able to override his veto. In 1867, Congress passed the Tenure of Office Act. It prevented the President from removing government officials without the consent of Congress. Johnson said the Constitution did not give Congress the right to pass such a law. He then proceeded to remove Secretary of War **Edwin M. Stanton** from office. The House of Representatives charged the President with “high crimes and misdemeanors” and voted to **impeach** him. Impeachment is an indictment or charge of a high ranking government official for a crime.

The senate held a trial and heard the evidence in the spring of 1868, but Johnson’s opponents did not have the two-thirds majority needed to convict him. He was **acquitted by one vote**, and allowed to serve out his term as President.

**Daily Life:**

Many freedmen strived to **own land**. They felt it truly gave them independence. While it was rumored that abandoned land would be parceled up among freedman (40 acres and a mule per family) this didn’t come to pass. Radical Republicans fought for land reform. They argued that **civil rights meant little without economic independence**. Unfortunately, they were unable to gain enough support in Congress to pass a land reform bill.

Unable to own land, some former slaves accepted plantation work under contract. Finding plantation owners were not always honoring their contracts, many former slaves turned to **sharecropping**. They lived on and farmed land owned by someone else and paid the landowner a share of the crop harvest in return. However, often these farmers were forced to grow cash crops like Cotton, and couldn’t raise their own food. After paying off the land owner, and buying their own food and clothes, many sharecroppers had no money left. **It perpetuated the cycle of poverty** and gave them little opportunity to economically advance.

**Ulysses S. Grant:**

As President, he **fought against the Klan** and tried to ensure that white and black men could vote in elections. After passing Anti-Klan legislation, elections became more peaceful. He even worked to ratify the **15th Amendment**, officially granting African American men the right to vote. Many suffragists were unhappy because the 15th Amendment didn’t include Native Americans or women.

Grant **picked poor advisors**. They were friends and family members, but they were unqualified and often took bribes. This weakened the unified Radical Republican front and Reconstruction began to falter.

**Panic of 1873:**

Several Eastern Banks made bad loans and ran out of money. People lost faith in banks all together and tried to withdraw all their money. The stock market collapsed, and an **economic depression** ensued for five years. More than 18,000 businesses folded and 500,000 people lost their jobs. Many blamed the Republican Party for this economic crisis, and **grew tired of hearing about the South’s problems**.

**Supreme Court:**

In 1876, in the case of **U.S. vs. Cruikshank, t**he Supreme Court ruled that the federal government could not punish individuals who violated civil rights of African Americans. Only states had that power. Southern states didn’t punish violators, and **violence dramatically increased**.

In **U.S. vs. Reese**, the court said that the 15th Amendment did not give everyone the right to vote, it just said it couldn’t deny them the right. Denying the right to vote couldn’t be based on race, but it could be based on other reasons. Therefore, southerners set up outrageous and **unfair literacy tests and poll taxes** to try and restrict African Americans from voting.

**Election of 1876:**

**Samuel Tilden** won the popular vote, but didn’t have enough electoral votes. This led to the **Compromise of 1877. Rutherford B. Hayes** would become President. However, troops had to be **removed from the south**. There were also promises of federal money to rebuild southern railroads and communities. Southerners promised to respect the rights of African Americans, but history proved that was an empty promise.

**Guided Notes:** Industrialism and Western Growth

**Industrial Revolution:**

Before the civil war, there was a **mini-industrial revolution**. Manufacturing went from **handmade** to **machine-made**. All industry was in the **north.** The **south** was largely agrarian. After the Civil War, there was a surge in the Industrial Revolution, where the economy of the **entire nation** moved away from farming and towards industry.

**Causes of the Surge in Industry:**

1. **Steel**: The **Bessemer process** made the production of steel easier. Steel became widely used as a **building material** and fueled the growth of cites and expansion of railroads.
2. Many new **inventions** improved efficiency and comfort:
   1. **Thomas Edison** invents the **light bulb**, and more than 1,000 other patents come out of his Menlo Park laboratory.
   2. **Alexander Graham Bell** invents the **telephone**.
   3. **Elias Howe** invented the **sewing machine**, which led to **mass production of clothes** in standard sizes.
   4. **Otis** Elevator Company invents the first **electric elevator,** allowing **skyscrapers** to be built**.**
   5. Electricity allowed for the invention of **streetcars** by 1900, which carried passengers in major cities.
3. Improved Transportation: **Canals, railroads, and Steamboats** carried goods and services more easily to market.

**Effects of the Industrial Revolution:**

**Positive Effects:**

1. **More jobs and opportunities were created.**
2. **Inventions like the railroad, telephone, and the electric light bulb, made life more comfortable**.

**Negative Effects:**

**1. Only a few people got wealthy—often at the expense of workers.**

**2. Living and working conditions in industrial cities were often poor and unhealthy.**

**Robber Barons and Monopolies:**

**Robber barons** were big businessmen of the late 1800’s who became very **wealthy by driving out competition** in their respective industries. They charged high prices, took advantage of workers, and bribed government officials. The government often helped big business get around the law. They tried to create a **monopoly**: when one business controls an entire industry. While their means to success weren’t always honest, many robber barons were also **philanthropists.** In addition, their success led to this time period being called the **Gilded Age**. Many who were poor thought they could achieve the same success and worked tirelessly to do so. What the Gilded Age masks was **increasing poverty** of factory workers and **widespread corruption**.

**Robber Barons and their Industries**:

1. Cornelius **Vanderbilt Railroads**
2. John D. **Rockefeller** **Oil**
3. Andrew **Carnegie** **Steel**
4. Andrew Mellon Aluminum
5. J.P. Morgan Banking

**More on monopolies:**

Again, a monopoly is when a single person or business owns or controls an **entire industry’s** means of production. Like the game, the goal of having a MONOPOLY is to bankrupt opponents and own everything.

**Vertical Monopoly**

• Total ownership/control of business **through all stages of production: l**and—raw materials—mining—transportation process—refining—delivery to point of sale—stores

**Horizontal Monopoly**

• Total ownership of **one stage of production** ex: all refineries, all coal mines, all train tracks, or all cell-phone towers

**Immigration**:

Thousands of immigrants poured into our shores. Those on the **east** coast came through **Ellis Island**; those on the **west** coast came through **Angel Island**. Immigrants tended to **settle in cities** and with people from their native nation, spawning places like “Chinatown.” Also think of places like Hamtramck… a polish settlement in the Detroit area.

Around the turn of the century, immigrants began facing **prejudice**. Religious groups didn’t want immigrants arriving with different belief systems. Many native born Americans also worried that they would have to **compete with immigrants for jobs**. In 1882, the **Chinese Exclusion Act** was the first law restricting immigration. It banned Chinese immigration for ten years.

**The Rise of Labor Unions:**

**Poor working conditions** led workers to organize.

1. 10-12 hour workdays
2. No sick days
3. Unsafe and unhealthy working conditions
4. Low pay
5. Dull and repetitive jobs.
6. No protection if injured on the job (employer liability)

The first major union, the **Knights of Labor**, was formed after the Civil War. It was a **loose confederation of trade workers** and **didn’t really fight for improved working conditions**. As working conditions got worse and economic conditions led to pay cuts, things changed. **Samuel Gompers** helped form the **American Federation of Labor**, which was a national organization of Unions. Laborers had notable **strikes** in the railroad and steel industries to protest unfair working conditions. Business leaders were not big fans of unions, feeling their demands were **socialist** in nature. (It also cut into their profit margin)

**Problems with Urbanization:**

**Disease and overcrowding** were rampant. Many lived in **slums** and **tenement homes**. **Trash** was thrown in the street and there was **no running water**. Buildings were poorly maintained and there was little government oversight. People like **Jane Addams** were disgusted with living conditions, so she founded the **Hull House** in hopes of offering **daycare, education, and healthcare** to needy residents in slums. Other settlement houses offered similar benefits.

**Transportation:**

The **transcontinental railroad** was a railway completed in **1869** that connected the **Atlantic** and **Pacific** Coasts. The Central Pacific Railroad Company started in **California** and moved **east,** and the Union Pacific Railroad company started in **Nebraska** and moved **west.** They met in **Utah**. Several **immigrants** help build both railroads. In mountainous regions it was especially dangerous. Immigrants were lowered into holes in baskets to set up blast charges. They lit matches, waved, and depended on others to pull them out of the mountain before the bomb went off.

The completion of the transcontinental railroad also **impacted time.** Prior to its completion, citizens calculated time based on the position of the sun, known as **solar time**. To avoid confusion for trains traveling long distances, the railroad companies set up **standard time,** which **divided the United States into four time zones.**

To add to that, Railroad companies were given tons of **free land** from the **government.** The land not being used for tracks was **sold to settlers**. This boosted revenue for railroad companies and encouraged immigrants to settle the west.

**What happened in the West:**

**Farm Economics and Populism:**

In 1862, the government passed the **Homestead Act**, offering **160 acres of free land to anyone who would live on it and improve it for five years**. Many took advantage of the Homestead Act, especially immigrants and African Americans. **African Americans** wanted to leave the violence found during Reconstruction and **compared their journey** **to** the biblical story in **Exodus when slaves left Egypt**. They called themselves **exodusters**. So many people settled in the west that by 1890, the census bureau declared that the **frontier was closed.**

Due to an increase in settlement and crop supply, prices dropped sharply. **Railroads** were charging high shipping prices, so farmers were really losing out. They formed a cooperative called the **Grange,** whose purpose was to meet the social needs of farm families. In the 1890’s, many farm advocacy groups joined together to form the **Populist Party**. They wanted the government to **regulate railroad prices** from becoming too high, and also advocated for the **Free Silver** **policy**. Since silver was plentiful, the unlimited coining of free silver would allow more money to be in circulation and therefore inflation would occur. Opponents favored the **gold standard**, which required each dollar printed to be backed by a certain amount of gold.

**Striking it Rich:**

**Gold and silver strikes** in the west caused several dreamers to move west in hopes of striking it rich. Several **boomtowns** sprang up near successful mines. **Population and economic activity grew rapidly**. Soon mining companies replaced individual prospectors. Paid workers used heavy equipment to dig deep into the mountains. However, mining dust caused lung problems for workers, and collapsed often left workers trapped. By the 1890’s, mines were not producing enough mineral s to cover costs. Boomtowns soon became ghost towns. It’s important to remember that most of the people who went west to find gold, **found nothing and ended up penniless.**

**Cattle:**

Railroad expansion led to growth in the cattle industry. **Ranchers** would **drive** cattle across several states and the **railroad** would **ship** them east to market. However, as the west became settled, free and **open ranch land diminished**. What is often missed is how Mexicans, African Americans, and Native Americans contributed to the boom of the cattle industry.

**A way of life ends:**

As settlers moved west, the Native American **nomadic** way of life was continually threatened. Fighting that occurred was often the result of **broken treaties.** The biggest effort the Native Americans mounted came in 1874, when **Sitting Bull and Crazy Horse** defeated **George Armstrong Custer** and his men at the **Battle of Little Bighorn**. As further insult to injury, American rail workers killed **buffalo** in droves to feed themselves. While natives used the whole animal, Americans used just the meat and the hide. The buffalo slowly began to die out. Finally, Americans continued to force Natives onto **reservations**. They believed **assimilation into American culture** was the best thing for them. The **Dawes Act** was designed to divide reservation land into farm plots for each family, but many didn’t want to farm, and those who did didn’t have the tools. Some young Native Americans were even torn from their families and sent to boarding schools in hopes of assimilating them into American culture.

**Discrimination is still the rule:**

African Americans still faced tough challenges in attaining equal treatment. **Ida B. Wells** was a journalist who helped lead the charge against southern **lynching** of the KKK. **Booker T. Washington** founded the **Tuskegee Institute** to further the **education** of African Americans. **W.E.B. Dubois** helped found the **NAACP**. However, the Supreme Court Case **Plessy vs. Ferguson** was a setback. Plessy sued a railroad company over **segregated seating**, saying it **violated the 14th amendments equal protection under the law.** The Supreme Court held that **separate but equal facilities did not violate the constitution**. This led to a rise in separate facilities for whites and blacks.

**Guided Notes: Progressivism and Imperialism**

**The Rise of Progressivism**

In the Gilded Age, **Robber Barons** gained great **wealth**, while the majority of society lived in **slums** and **tenement homes**. The Industrial Revolution and excessive urban growth left cities **overcrowded** and businesses **unregulated**. Many people wanted to institute changes to **reduce government corruption**, **expand social welfare**, expand democracy, and create economic reform.

Some say that the Progressive Movement was an extension of the **Populist Movement** of the late 1800’s. Indeed, **Mugwumps** campaigned on the principle of **honest government.**

Furthermore, the concept of **socialism** was spreading throughout the U.S. and had a hand in shaping the Progressive Movement. The socialist ideals focused on benefiting the working and middle class, and **removing** the competitive nature of **capitalism.** **Eugene V. Debs** even ran for President under a socialist ticket.

Social reformers and **muckrakers** worked tirelessly to institute change. These reformers wrote human interest stories exposing urban blight, and muckrakers tried to dig up all the “muck” or corruption in society. The media begins its role as a **social watchdog, reporting on everything that is wrong with society**. **Child labor laws, working conditions, and monopolies** were key issues. Others started community centers, **hoping to help the poor, the unemployed, immigrants**, and factory workers. **Settlement House** reformers like **Jane Addams** were particularly successful in help to curb the ill effects of urbanization.

**Changes to Democracy**

Progressivism brought about **changes to our democratic process** that are relevant today. Reformers wanted qualified workers to get government jobs based upon their merits. Instead, politics had a long running policy of **patronage**, or the **spoils system**. Under the spoils system, jobs were given in exchange for political support.

Progressives also felt that government leaders would be more responsive to voters if they had more **direct involvement in the electoral process.** They instituted the following procedures to expand democracy.

**Direct Primary:** A primary in which **voters**, not party conventions, **choose candidates** to run for public office.

**Initiative:** Voters may **directly propose laws** by petitioning to have them put on the ballot

**Referendum**: Voters can **approve proposed laws**

**Recall:** Elected officials, laws, or statues can be **voted out of office**, or out of existence.

**Economic Reform**

Progressive reformers wanted to **limit the power of big business**. By the late 1800’s, many major industries had formed **trusts**. A trust is a group of businesses that work together, hold stock in each other’s companies, drive out competition, and increase profits for themselves. **The Sherman Antitrust Act**, passed in **1890,** was designed to keep monopolies in check and prevent trusts from forming. Initially however, it didn’t work. The law **wasn’t successfully enforced** and businesses were easily able to find legal loopholes or bribe politicians.

**Other Government Regulation:**

Hoping to increase in **efficiency**, the government reorganized its agencies to avoid overlapping. Clear responsibilities were delineated to each agency so each knew who was in charge in specific situations, and who was to blame.

Efficiency was also modeled at the **local**/municipal level:

**Commission Government**: Authority placed on a board of directors of city departments.

**City Manager System**: A professional administrator runs the city by the policies established by the city council and mayor.

Lacking specific regulation, many major cities began to create systems for distributing city wide services**. Public transportation and public utilities** like gas and water were considered part of the socialist school of thought.

**Labor Reform**:

The most important social reform of this time period was **labor legislation**, which was often supported by **unions.**

**National Child Labor Committee** – Established in 1904

First on the agenda was to push for the **ban on the employment of young children**, which was a major problem of the time. It took ten years for laws to fully take effect. While exact age differed from state to state, “under age” children were eventually **banned** from the workforce, and the hours older children were able to work were **limited.** It is noteworthy to add that these rules did not apply to **agriculture**, and young children often helped out on a farm.

**Keating-Owen Act (**1916) – also called the **Child Labor Act**, excluded any consumer good that were made by children under the age of 14 from interstate commerce.

**Adamson Act** (1916) - **established an eight hour workday** for railroad workers. This later spread to other areas of labor

There was also a major push to improve working conditions in **factories**. A tragic example that reform was needed was the **Triangle Shirtwaist fire**. In 1911, about 146 workers, mostly women, were killed. There were not enough exits, and most people were burned beyond recognition. Fire crews were on the scene right away, but their tallest latter was three floors too short. Regulation on several fronts was clearly in order.

**Accident compensation** was also a goal of progressives. Initially, there was no compensation or insurance, despite the many hazardous conditions that people worked in on a daily basis. Progressives hoped to institute programs that allowed workers to be compensated if they are **injured on the job**.

**Prohibition**

The push for the **banning of alcohol** has a long history in the United States. Several groups were formed to try and make an alcohol ban an effective **law.**

**The Women’s Christian’s Temperance Union** and **The Anti-Saloon League** were two of the most prominent prohibitionist groups. They began to get politically active and amass a large following. Some, like **Carry A. Nation,** used extreme measures to get their viewpoint across. She would visit saloons with a **hatchet**, destroying any alcohol she could get her hands on.

After decades of campaigning, the **18th Amendment** was ratified in 1919, **banning the sale, production, and distribution of alcohol**.

While the goals of the prohibitionists were to create a society with higher moral standards, the opposite occurred. Huge increases in crime, gang violence, and alcohol smuggling were reported. After 13 years, this **noble experiment** was deemed a failure.

**Roosevelt’s Progressivism**

Roosevelt became President in 1901 after **William McKinley** was assassinated. **He felt the government’s purpose was to ensure fairness**. Therefore, in his fight against corruption, he presented a **“Square Deal”** for workers, consumers, and big business.

Roosevelt started **enforcing the Sherman Antitrust Act**. During his tenure as president his administration filed suit against **44 corporations** for antitrust violations. He also increased federal regulation over interstate commerce.

Elkins Act (1903) – Made it illegal for the railroads to give or receive “secret” rebates to favored customers, everyone had to be charged the same price for a ticket.

Roosevelt was re-elected in **1904**. Voters approved of his progressive and conservative values. In his second term, he continued to focus on **regulation and control over businesses**.

**The Hepburn Act of 1906** gave the interstate commerce commission more authority, allowing it to control freight rates of the railroad and set the maximum rate they could charge.

After reading Upton Sinclair’s **The Jungle**, Roosevelt became concerned about the **meat packing industry.** Investigations were launched into the sanitary conditions of food processing, and many disturbing findings came to light. Roosevelt then passed the **Meat Inspection Act in 1906**, creating a government program to oversee meat processing and production. He also signed the **Pure Food and Drug Act**, saying that all foods and medications must list ingredients contained within them.

Roosevelt was a well known **conversationalist**, and firmly believed in controlling how we use our **natural resources**. He preserved more than **194 million** acres of public land, including the Grand Canyon. Much of this land later became part of one of America’s National Parks. He also created the **U.S. Forest Service**.

**William Howard Taft**

Elected in **1908**, Taft was hand-picked by Roosevelt to be his successor and carry on his plans. Taft continued Roosevelt’s attack on trust, busting **more than twice as many trusts** as his predecessor. Although Taft had a distinguished legal career, he was not a great politician.

Taft’s major reforms include the passing of two **constitutional amendments.**

**16th Amendment**: Gave Congress the Power to create a **Federal Income Tax**. This became a great source of revenue for the nation.

**17th Amendment:** Gave the voters the right to **directly elect their senators**. This cut down on corrupt, political bargains and gave people more of a direct voice in their government.

During Taft’s Presidency, a **split** developed within the Republican Party. His former friend Theodore Roosevelt became his arch nemesis and ran against him in the election of 1912 under the new progressive **Bull Moose Party**. With the Republican vote split between Roosevelt and Taft, **Woodrow Wilson**, the democratic candidate, easily won the election.

After his loss in the **1912** election, Taft was elected to the **Supreme Court**, living out his career working in his true passion: the law. Taft was the only former President to be elected to the Supreme Court.

**Woodrow Wilson**

Wilson would be the high point for progressivism. His New Nationalism focused on **social reform, social justice, taxes, workers, compensation, and labor regulation for women and children.** Unlike Taft, Wilson relied more on popular support than popularity.

**Federal Reserve Act** (1914) - created a new banking system with **12 regional reserve banks** that were supervised by a central board of directors, **the FED**. These regional banks made sure money was distributed where it is most needed, allowing for a more flexible currency system.

**Federal Trade Commission** (1914) - created as a watchdog of trade and commerce. They would define unfair trade practices and issue orders to stop set practices. **This was the cornerstone of Wilson’s anti-trust program.**

**Clayton Antitrust Act** 1914 - outlawed **price discrimination** and other business practices that lessened competition. Furthermore, The Clayton Antitrust Act allowed labor unions to expand and **legalized strikes**. This law greatly expanded the government’s ability to regulate trusts.

Wilson did little to address the **racial problems** of the day. Jim Crow Laws were rampant, as were the disenfranchisement of the blacks and growth of the KKK. He basically considered this as well as child labor, a state issue. He believed in **segregation,** and even segregated the Federal government.

**Women’s Suffrage:**

Before the Civil War, women were very active in the **abolitionist** movement to end slavery. They considered the struggle of African Americans to gain freedom and rights much like their own. In 1848, **Elizabeth Cady Stanton** organized the first Women’s Rights Convention in Seneca Falls, NY. Their goals were for women to have **equal rights in education, voting, and ownership of property**. Women were disappointed when the **15th Amendment** was passed, as it only gave **African Americans** the right to vote.

As the turn of the century approached, writers like **Charlotte Perkins Gilman** wrote stories that portrayed women working outside the home instead of always cooking and cleaning. Many women were seeking **higher education, and finding jobs** as teachers, nurses, store clerks, secretaries, and even in factories.

**Susan B. Anthony** was a leader in the struggle for women attaining the right to vote. She argued that the **14th Amendment’s equal protection under the law clause** applied to women just as it did African Americans. After a great deal of work from the National American Woman Suffrage Association (NAWSA), the **19th Amendment** was finally ratified in 1920, **granting women the right to vote.**

**Imperialism**

Americans had always sought to expand the size of their nation. In the early 1800’s, a philosophy of **Manifest Destiny** overtook the country. This was the belief that it was the **divine right of America to expand from the Atlantic to the Pacific**. Once this goal was achieved, America sought to expand further.

By the late 1800’s, many American leaders hoped to join the ranks alongside the imperialist powers of Europe and **establish colonies overseas**. So the new talk of the town was **imperialism: the policy by which stronger nations extend their economic, political, or military control over weaker nations.** European nations had been establishing colonies for years. Many were in Africa, Latin America, and Asia. Many Americans thought expanding our power **would help our economy**. There was also a belief that **American culture was far superior** to that of other cultures, and that our way of life needed to be spread around the world.

Characteristics of American Imperialism:

|  |  |  |
| --- | --- | --- |
| Economic | Military | Cultural |
| **1. Maintain Industrial Prosperity** | **1. Show foreign powers the strength of U.S. power** | **1. Belief in cultural superiority over all industrialized nations** |
| **2. Acquire raw materials from new markets** | **2. Build Strong U.S. navy to protect shipping routes** | **2. Belief in cultural inferiority of non-industrial societies** |
| **3. Few new markets for sale of American goods** | **3. Establish U.S. military bases overseas** | **3. Belief in need to spread democracy and Christianity.** |

**American Annexations:**

Alaska: In 1867, **William Seward** arranged for the purchase of Alaska from **Russia** for $7.2 million. It was officially annexed into the United States in 1884. Alaska is known for its **timber, minerals, natural beauty, and oil.**

Hawaii: In the early 1800’s **missionaries** came to Hawaii to try to convert the natives to Christianity. Their descendants became wealthy **sugar plantation owners** that dominated Hawaii’s economy. When **Queen Liliuokalani** tried to diminish the influence of planters, they revolted**. U.S. Marines helped t**hem overthrow the queen and set up their own government. The planters asked to be annexed into the United States, but it did not happen until 1898.

The U.S. also saw the **military value** of the Hawaiian Islands. They pressured the Hawaiian government to allow them to build a military base at **Pearl Harbor**, Hawaii’s best port. They eventually succeeded, and Hawaii became an important **coal re-fueling station for U.S. military ships bound for Asia**.

**Spanish American War:**

While Spain had a great colonial empire once upon a time, by the end of the 1800’s it’s few remaining colonies were seeking **independence.**

Cuba: Cubans were revolting against Spain because of **poor economic conditions**. Spain dealt with dissenters harshly, putting them in guarded prison camps where they often starved to death. Two New York Newspapers, competing for readers, used **a sensational style of writing known as Yellow Journalism** to exaggerate how cruel the Spanish were with their punishments.

**McKinley** did not want war, but American **public opinion** stirred up by Yellow Journalism, forced him to take action. He ordered Spain to stop treating Cubans so harshly.

Then, riots broke out in Cuba. Due to Cuba’s close proximity to the southern part of the United States, McKinley sent **the U.S.S. Maine** to Havana as a hedge of protection. A few weeks later, the Maine **inexplicably exploded and sank, killing all men on board**. No one knows what caused the explosion, but Americans came to **blame Spain**.

McKinley then called for **Cuba’s independence and for a withdrawal of Spanish forces**. Spain broke off diplomatic ties with the United States.

The Spanish American War of 1898 was fought for Cuban freedom, but it also granted independence to the Philippines. In April of 1898, American commodore **George Dewey** defeated a Spanish fleet at **Manila**. A few months later, Filipino rebels and Dewey overtook Manila. Dewey became a national hero, both in the Philippines and in America. Dewey’s work showcased **the strength of our navy** and influenced McKinley to bring the Philippines under U.S. control. Dewey even ran for President in 1900, but several political missteps made winning an impossibility for him.

After the Victory at Manila Bay, America turned its attention to Cuba once again. Several volunteer soldiers, including **Theodore Roosevelt and the Rough Riders**, went to Santiago to gain control of their port. To do this, American troops had to capture **San Juan Hill**. Once they captured the hill, American ships destroyed the Spanish fleet as they tried to escape.

A week after securing Cuba, the U.S. took over Puerto Rico. Spain, clearly defeated, signed the **Treaty of Paris** ending the war. In the treaty, they gave Cuba their independence, and gave control of several of their territories: Puerto Rico, Guam, and the Philippines, to the United States. **While Cuba was independent, the U.S. still had military control of the country.** The **Platt Amendment** was added to the Cuban constitution, stating **that the United States had the right to intervene in Cuban affairs anytime there was a threat to life property and individual liberty.** It also allowed the U.S. to build a **naval base on Guantanamo Bay.**

With the War over, and Cuba squared away, the United States had to decide what to do with its other colonies. The **Filipino people** were hoping for **independence** and **revolted** when the U.S. decided the Philippines would become an American colony. The revolt was not successfully squashed until 1902. With the Philippines firmly in its grasp, the United States looked forward to using that territory as **a springboard to spread democracy.** They saw a great deal of promise in Asian markets and resources.

Puerto Rico became a U.S. territory. The U.S. set up a government and appointed officials, leaving Puerto Ricans **little say in their governance**. In 1917 the U.S. agrees to allow Puerto Rico to be **self governed**, and grants citizenship to all Puerto Ricans.

While many were for the imperialist cause, some were disgusted by how America dealt with Spain’s former colonies. Prominent people such as Andrew Carnegie, Jane Addams, Mark Twain, and former President Grover Cleveland formed the **Anti-Imperialist League** which believed that **America had no right to deny others the opportunity to govern themselves.**

*Let’s review:*

**Causes of the Spanish American War:**

1. The battleship **U.S.S. Maine** in Cuba’s Havana Harbor mysteriously **exploded and sank** on February 15, 1898.
2. Many Americans thought the United States should help the Cuban rebels gain independence from Spain.
3. Other Americans wanted Spain out of Cuba so that the United States could control the island and protect U.S. business interests there.
4. **American newspapers stirred people up** by printing sensational stories.

Results of the Spanish-American War

1. **Cuba got limited independence from Spain**
2. The United States gained an empire of Spain’s old possessions: **Puerto Rico, Guam, and the Philippines**.
3. The United States paid Spain $20 million for the Philippines.
4. **Theodore Roosevelt became a national hero** for his work in the battle of San Juan Hill. President McKinley chose him to be his Vice Presidential running mate in the 1900 Presidential Election
5. The U.S. victory **demonstrated the growing importance of the United States as a leader in international affairs.**

**Asia and Latin America:**

Beyond gaining territories, America also wanted to make gains in their **sphere of influence**: **places where they claimed special rights and economic privileges**.

First, in the 1850’s Commodore Perry went to **Japan** and opened up a trade agreement with them. This is the **first time in 200 years** that Japan was open to foreign trade. This trade alliance allowed for the **spread of Western culture** and an increase in our sphere of influence.

In China, there were several nations staking claims to land and resources. Of course the United States wanted to get involved, but also showed concerns about the European fighting over China. In 1899, Secretary of State John Hay suggested all nations involved follow **an Open Door Policy. This stated that no single country should have a monopoly on trade with China.** This was acceptable to most countries involved.

Many Chinese people, however, were not overly pleased with the international presence. A group called the Boxers formed an uprising in 1900 known as the **Boxer Rebellion.** Eight nations, including the United States, put together an **international force** to put down the revolt.

Since the Pacific was becoming more and more vital to America’s success, we needed to develop a **trade route that would make shipping easier**. Specifically, we wanted a **canal** **built to connect the Atlantic and Pacific** Oceans so that U.S. ships would not have to travel around the coast Of South America to get from one ocean to the other.

The most logical spot for the canal was in the **Isthmus of Panama**; however, this land was controlled by **Columbia**, who was unwilling to give up control of the land. Undeterred, Roosevelt helped the native Panamanians launch a successful **revolt against Columbia** in 1903. Once Panama gained independence, they granted the United States the right to a ten mile strip of land known as **the Canal Zone**. Many thought the United States cheated Columbia out of its land. In 1921, we finally paid Columbia $25 million for the loss of Panama.

Building the Panama Canal was a huge undertaking that took years to complete and cost $380 million. The Canal Zone was full of **mosquitoes that carried malaria and yellow fever**. Nearly 5,500 men died from disease while building the canal. The canal finally **opened in 1914.**

The U.S. also had interests in several other Latin American countries. They made trade deals to buy Latin American products, such as bananas, for cheap prices, and up sell them at home.

To protect their business and economic investments from European imperialists, Roosevelt reminded Europe of the **Monroe Doctrine, a document saying that Europe was not to have colonial interests in the Western Hemisphere.** Furthermore, he added the **Roosevelt Corollary, giving the United States police power over Latin America**. It not only threatened military action if Europe intervened, it also **promised to ensure political and economic stability** within the region. This police power had to be used several times. Multiple Presidents sent troops to a variety of nations to quell uprisings. The American public didn’t question government decisions when it came to Latin America, however, the **Latin Americans developed a view of mistrust** and distaste for the United States for continually meddling in its affairs.

Guided Notes: WWI

**Causes of WWI:**

1. **Imperialism**: Britain, France, Germany, and Italy all were **competing for colonies** in Africa and Asia. Germany had fewer colonies than the others, and they were not happy about it.
2. **Nationalism**: Many countries had an increasingly strong sense of **pride, loyalty, and protectiveness** towards their own country. They were out to prove that their country was the best.
3. **Militarism**: With nationalism fueling the fire, many nations had a primary goal of making their nation a strong military power. Consequently, they **built up their armies and navies**.
4. **Alliances:** European nations formed a network of competing alliances. If one country in the alliance went to war, the others would support that country. This meant that there would be **no small conflict**.
5. The Final Straw: In June of 1914, a Serbian man assassinated **Archduke Franz Ferdinand**, the heir to the throne of Austria-Hungary. After the assassination, **Austria-Hungary declared war** on Serbia. The alliances squared up to face off against each other.

**Which nations fought against each other?**  *(YOU WILL HAVE TO KNOW THIS)*

**Central Powers:** Austria-Hungary, Germany, the Ottoman Empire, and Bulgaria.

**Allied Powers:** Serbia, Russia, France, Great Britain, Italy, and later… the U.S.

**How WWI was different that previous wars**:

1. **Trench Warfare**: The bulk of soldiers in combat fought in trenches with obstacles like **barbed wire** in between enemy trenches. While it provided protection to soldiers, trenches were filled with rats, mud, raw sewage, and rotting corpses. Soldiers were often in trenches for **weeks at a time**. They were not fighting all the time, but they had to be ready to fight at any time.
2. **New Technology**:
   1. **Machine guns** were now firing 600 bullets per minute. Soldiers who left the trenches to rush enemy lines were very likely to be killed.
   2. **Poison Gas** was used by both sides to burn and blind soldiers.
   3. The **tank** was able to smash through barbed wire, cleared the way for men to cross the land between the trenches.
   4. **Airplanes** were used for the first time in battle. Planes would battle each other high above the trenches.
   5. Submarines were used by **Germany.** Known as **U-boats**, they had both guns and torpedoes. They annihilated allied trade ships.

**Neutrality:**

When WWI began in 1914, President Woodrow **Wilson announced that United States would remain neutral**, meaning they would refuse to take sides.

**Why our desire to be neutral changed:**

Sinking of the Lusitania: Britain set up a blockade of German ports, so German U-boats retaliated by trying to sink Allied merchant and supply ships. However, in May of 1915, **U-boats sank a passenger ship called the Lusitania**, killing nearly 1,200 people, and more than 100 Americans. **This created heavy anti-German sentiment in America**. Wilson demanded that Germany stop unrestricted submarine warfare. They agreed for awhile, but resumed unrestricted submarine warfare in 1917.

Zimmerman Telegram: Arthur Zimmerman, the German foreign minister, sent a telegram to Mexico saying that if they joined Germany and the Central Powers, that **Germany would help Mexico gain back its lost territory from previous wars with the U.S.** (Texas, New Mexico, and Arizona)

Sinking of American Ships: After resuming unrestricted submarine warfare**, German U-boats sank three American ships.** Americans had reached their breaking point. In April of 1917, Wilson asked Congress for a declaration of War.

**America Enters the War:**

The allies were thrilled to have American support. **Food shortages and military failures** in Russia caused Czar Nicholas II to step down. The Bolshevik revolution, led by **Lenin,** replaced the former Russian government with a **Communist government**. In a Communist country, the **government controls the economy** and there is **common ownership of all property**. With Russia totally devastated, Lenin began peace talks with Germany, and in **1918, withdrew from the war**. This shifted the focus to the war in Western Europe, and allies needed reinforcements.

American soldiers, however, were **not prepared for war.** Our army had only 200,000 soldiers, so in May of 1917, Congress passed the **Selective Service Act**. This required all **males ages 21-30 to sign up for military service**. This brought our troop numbers to over 3 million by the end of 1918.

America sent 2 million soldiers to France under **General John J. Pershing**. They served as American **Expeditionary Forces**. They were asked to join British and French ranks, but Pershing refused and Wilson supported him. We wanted to be a distinct presence in the war and the peace process.

Nearly **400,000 African** **Americans** served in WWI. They faced a great deal of discrimination from white American soldiers and struggled to earn roles in combat. Nearly **40,000 women** also went overseas, often as **nurses**, though some were bilingual operators.

**Mobilization at home:**

To pay for the cost of the war, Americans bought **war bonds.** It’s a loan to the government that will be paid back later. Citizens also **conserved resources** so that more supplies could be sent overseas. Women would knit socks and sweaters for soldiers, saved gas by avoiding leisure trips, and many observed wheatless and meatless days to conserve food.

Wilson also created the **War Industries Board** to produce much needed war supplies. It managed the buying and distributing of war materials, and was given a great deal of power. It set production goals, prices, and wages. He also set up **the National War Labor Board** to settle disputes between factory owners. **The Committee on Public Information produced propaganda**, **selling the war through posters, pamphlets, and movies**. The **Espionage Act** and **Sedition Act** were passed that set heavy fines and long prison terms for those participating in Anti-war activities. The dark side of this is that over 1,000 pacifists and anti-war demonstrators went to war for their beliefs.

**America helps the allies win the war:**

American forces were a huge **morale boost** to the weary allies. To help combat the destruction of German U-boats, a **convoy system** of heavily guarded destroyers escorted merchant ships. This quickly reduced the rate of lost ships. Americans further incapacitated U-boats by laying **70,000 mines** in the North Atlantic.

Americans on the ground turned to helping the Allies push back the Germans from Paris. By the fall of 1918, through a series of several battles, the Germans lost all the ground they had gained throughout the year. In November, General Erich Ludendorff advised the German government to seek an **armistice.** Its navy mutinied; its other allies stopped fighting. On **November 11, 1918, WWI was officially over.**

**Human Cost:**

Soldiers Killed: **8.5 million**

Civilians: **13 million**, often dying from starvation and disease.

Flu Epidemic: Killed some **550,000** Americans. Those in trenches were especially susceptible.

**Peace Process:**

Wilson wanted to prevent such a large scale event from ever happening again. As such, he created a plan for peace that became known as the **Fourteen Points**. The Fourteen Points called for smaller militaries, free trade, freedom of the seas, for an end to secret trade agreements, and changes to national boundaries. Most importantly he wanted to form **the League of Nations, whose purpose was to peacefully settle international disputes.**

Wilson’s philosophy was for **“peace without victory.”** The British, French and Italians did not share that viewpoint. They wanted **Germany to pay** heavily for the war. **The Treaty of Versailles** forced Germany to accept **full blame** for the war. Germany was **stripped of its colonies, and had to pay $33 billion in reparations**. The treaty divided up the empires of Austria-Hungary and the Ottomans. Czechoslovakia was created, and Poland gained its independence.

**How the War impacts America:**

1. Increased involvement in world affairs during the war.
2. **Women move into the work place**, replacing soldiers overseas. They appreciate their expanded opportunity, and also worked hard to win suffrage.
3. **Great Migration** – movement of African Americans to northern cities
4. **Civilian participation in the war effort**
5. Stifling dissent with the Espionage and Sedition Acts
6. For the first time, African American soldiers were given acclaim for their bravery and effort in battle.
7. Racial tension and violence – Now returning soldiers and African Americans had to compete for jobs, housing, and other limited commodities. This led to escalating tension between races, and riots broke out around the country.
8. **Strikes and social turmoil.** While Americans worked for low wages for the war effort, when the war was over, employees wanted a raise. When that didn’t happen several people went on strike. Then a fear erupted that a communist form of government would take over. This is called the **Red Scare**. Suspected radicals were subjected to **Palmer Raids**, and were arrested without a warrant.
9. We withdraw from world leadership as the senate rejects the Treaty of Versailles.